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EAEA  
ACTIVITY REPORT 2011

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## EAEA ACTIVITY REPORT 2011

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# HIGHLIGHTS OF 2011

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### EVENTS

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- General Assembly and Grundtvig Award
- ICAE World Assembly
- Policy debate at the European Parliament
- Study presentation on 'Wider benefits of adult learning'
- Conference on The role of non-formal adult education in New Skills for Jobs
- Younger Staff Training

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### ADVOCACY

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- Launch of lobbying campaign for adult education / Grundtvig
- Participation in Final Action Plan conference with workshop on Migration
- Participation in EC working groups on Financing and Quality
- Participation in Lifelong Learning Week at the EP
- Meeting with Commissioner Vassiliou to discuss the European Agenda and Erasmus for all

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### PUBLICATIONS

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- Grundtvig Award Brochure
- Policy paper on migration and adult learning

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### STATEMENTS

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- EAEA Statement on New Skills for Jobs
- EAEA Statement on The European Agenda for adult learning
- EAEA Statement on the Multi-annual financial framework
- EAEA first statement on Erasmus for All

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### PROJECTS

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- Outreach Empowerment Diversity network approved
- BeLL partnership



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## EAEA ACTIVITY REPORT 2011

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This EAEA Activity Report refers to the period from January to December 2011 and it presents a general overview of the work of the EAEA performed throughout this time. It is based on the application for core funding for 2011 and follows the Work Plan for 2011, which was approved by the General Assembly 2010 in Yerevan.

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### 1. INFLUENCING PUBLIC POLICY

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The European Commission's Action Plan "It's always a good time to learn", a follow-up to the earlier "Communication on Adult Learning: It is never too late to learn" came to an end in 2011. EAEA had been very much involved in the implementation of the Action Plan, with EAEA's President Sue Waddington as a member of the working group. After the final conference in Budapest in March 2011, EAEA worked with DG EAC to make proposals for the follow-up: the renewed European Agenda for adult learning, which is a Council resolution adapted in November 2011.

#### 1.1 Maintaining contacts with the European Commission and other European Institutions

EAEA has had regular contacts with the adult education unit in the Directorate-General for Education and Culture (DG EAC). Informal meetings were happening throughout the year, and regular exchanges about plans and opinions were taking place. Unfortunately, we also lost some of our

strongest supporters at the EC: At the beginning of the year, we had to say good-bye to Marta Ferreira and at the end of the year to Alan Smith, who both retired. They will both be missed by the EAEA office and members.

In December, the EAEA board met with Commissioner Vassiliou, and EAEA underlined the need for a strong adult education strategy in Europe, the need for more visibility and budget in the new generation of programmes and the role that adult education can play when it comes to strengthening European citizenship.

Just before this meeting, EAEA organised a policy debate at the European Parliament with Malika Benarab-Attou from the Green Party where the European agenda was presented. We were very happy that Director H el ene Clark represented the European Commission on the panel. Additionally, a representative of the Polish presidency provided insights from a member state point of view. After the policy debate, EAEA organised a meeting be-





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tween the board and the adult education unit of the European Commission, where the new colleagues were already present: Dana Bachmann, the new head of unit and Tapio Säävälä who will replace Alan Smith.

To bridge the time between the Action Plan and the New Agenda, the European Commission launched two working groups, on Financing and on Quality. EAEA is a member of both groups.

Via the European Civil Society Platform on Lifelong Learning (EUCIS LLL), the relationship with other units in DG EAC has been reinforced and EAEA has been very active in the stakeholder initiatives (see below).

### **1.2. Lobbying for Grundtvig, Lifelong Learning, Adult Education and Civil Society**

EAEA had already started lobbying for a strong follow-up to the Grundtvig programme in 2010 and continued these efforts in 2011. In September 2011, the European Commission presented its proposal for the Multi-annual Financial Framework 2014-2020, in which an Education programme was foreseen. In November 2011, the European Commission then presented the draft proposal for the 'Erasmus for all' programme. EAEA immediately started to devise a lobbying strategy that would ensure more visibility and more budget for adult education in the programme which is ongoing in 2012.

The European Commission had been working on a new strategy for adult learning in order to follow up the Action Plan. In early 2011 it became clear that the Polish Presidency would propose a resolution to the European Council. At the end of November, the Resolution on a New Agenda for adult learning was adopted by all the EU member states. The Agenda will cover the period up to 2020 and has, for the time being, identified priorities for 2012 - 2014. EAEA presented its recommendations earlier in the year as well as a more detailed paper that contained a number of proposals for the implementation. We also had meetings with DG EAC to discuss possible topics and challenges for the new European Agenda. This will be the basis for much of our future work.

Since January 2007, EAEA has been one of the NGOs with participatory status at the Council of Europe and is thus a permanent dialogue partner in the Council of Europe. Uwe Gartenschlaeger is now the EAEA representative. The Conference of INGO in Strasbourg is the main place where NGOs of all European countries can come together to promote their thoughts, remarks and action plans.

EAEA is representing EUCIS Platform LLL at the Civil Society Contact Group (CSCG), a group of large European NGO platforms in the following fields: culture (EFAH), development (CONCORD), environment (Green 10), human rights (HRDN), lifelong learning (EUCIS), public health (EPHA), social (Social Platform) and women (EWL).



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The joint efforts are aimed at developing the dialogue between civil society organisations and the EU institutions as an essential part of strengthening participatory democracy. The CSCG tackles issues that go beyond the individual sectors and provide an opportunity for capacity building among its members.

### **1.3. Policy debate at the European Parliament**

The Education, Youth, Culture and Sport Council adopted a resolution on a renewed European agenda for adult learning - the follow-up to the Action Plan on Adult Learning - on 28 and 29 November 2011. This policy debate was one of the first opportunities to get to know this New Agenda and to debate the challenges and conditions for its successful European implementation. The European bench-

mark for the participation of adults in lifelong learning is to be 15% in 2020, and considerable efforts will be needed to achieve this.

The policy debate presented this resolution and how it will be implemented. The European Association for the Education of Adults also provided a civil society perspective on this renewed agenda and presented a focus on adult learning and migration.

Programme:

- Welcome by Malika Benarab-Attou, MEP
- Presentation of the New Agenda for Adult Learning by Stanisław Drzażdżewski, Polish Ministry for Education
- The EU level support to the New European Agenda for Adult Learning by Hélène Clark, Director, DG EAC



The EAEA Policy Debate 2011



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- A civil society perspective on the New Agenda and a proposal for adult learning and migration by Sue Waddington, President EAEA
- Debate with the participants

### **1.4. Platform memberships**

EAEA is a member of the Access2Culture platform, which was established by the European Commission in 2008. There, we are members of the working group on education and culture. EAEA also participates in the Social Platform, in which it is a member.

EAEA is currently also an observer at CONCORD, the European Platform for Development.

### **1.5. Statements and opinions**

In order to be recognised as a policy actor and interesting representative of a civil society sector, an organisation in Brussels needs to take position, present opinions on policies, offer clear perspectives of strategies and produce convincing policy recommendations. EAEA has published a number of papers in the last year, which you can find in the annex.

### **1.6. EUCIS Platform LLL - The European Civil Society Platform on Lifelong Learning**

EAEA is a founding member of the European Civil Society Platform on Lifelong Learning and plays a very active role. The EAEA Secretary General has been its President for the last two years.

EUCIS-LLL organised its annual life-long learning conference on the role, place and value given to volunteering in education and training on 9th May 2011 in Krakow. More than 60 participants from various sectors of education and training from around Europe shared their experiences and worked on policy recommendations in order to provide specific insights on volunteering within lifelong learning in the context of the European Year 2011.

As a result of the rich discussions that took place during this conference and in EUCIS-LLL working group on the social dimension of education and training, the platform forward some key messages on the European Year 2011 on Volunteering in a communication published in December 2011.

For the fourth time, EUCIS-LLL co-organised the stakeholders' forum with the DG EAC. The Forum, co-organised by DG EAC and EUCIS-LLL, gathered more than 90 participants representing key European stakeholders on education and training to give their views on progress made during the first ET2020 cycle and to make concrete proposals on the priority areas of the second cycle (2012-2014). Participants agreed on common messages concerning the current implementation of the strategic framework for European cooperation in education and training (ET2020) and on the priority areas for the next cycle 2012-2014.

Key messages from this Stakeholders' Forum were used by the European Commission in drafting its proposal for the 2012 Joint progress report



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on the implementation of ET2020, which will be adopted by the Council and the Commission in February 2012. The report includes several points highlighted during the Forum, like the need to increase stakeholders' involvement and particularly the proposal to strengthen the Stakeholders' Forums that EUCIS-LLL has been co-organising with DG EAC in the last four years by better linking them to the European Semester.

### **Lifelong Learning Week "Different Pathways to Learning" at the European Parliament, 14-17 March 2011, Brussels**

EUCIS-LLL and its members organised an exhibition on «Different pathways to learning» aiming at raising awareness on Lifelong Learning and on the various actors that contribute to make it a reality for all European citizens. A special focus was on the need to ring the alarm bell on austerity measures

that particularly endanger the equity and efficiency of our education and training systems. In this sense, EUCIS-LLL co-organised together with SOLIDAR a round table with Members of the European Parliament (MEPs) on "Investing in New Skills and Competences: the social dimension of education and training" on 16 March 2011. This Round Table gave a possibility to lifelong learning practitioners, stakeholders and MEPs to exchange views and establish a dialogue on promoting investment on skills and competences development amongst socially and economically vulnerable groups.

**EUCIS-LLL organised a public hearing on "The impact and added value of transnational learning mobility to develop personal, social and civic competences" on 17 March 2011 at the European Economic and Social Committee in Brussels.**



EAEA at the LifeLong Learning Week 2011 at the European Parliament

## EAEA General Assembly 2012



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Around 70 participants participated in a very interesting debate on key and transversal competences acquired via learning mobility, including the presentation of good projects/practices supported by EU programmes. Participants came up with some policy recommendations on competences and mobility programmes.

### **Presentation seminar on the European Institute on Lifelong Learning, 9 November 2011, Brussels**

EUCIS-LLL launched a feasibility study on the setting up of a European Lifelong Learning Institute (EILL) in 2010. The aim of the EILL is to serve as a transfer device between research, policy-making and practice ensuring greater transparency and cooperation between various actors. On 9 November 2011 the platform held a public presentation of the EILL project at the European Economic and Social Committee in Brussels in order to discuss the role and added value of setting up such an Institute at the European level but also at the national and regional/local levels. Representatives of civil society organisations, social partners and EU, national and regional institutions expressed strong interest in the idea and concept of the EILL while acknowledging it was a very ambitious project.

### **Seminar on “Recognition and validation of learning in Europe: from rhetoric to reality”, 12 December 2011, Brussels**

On 12 December EUCIS-LLL organised a seminar on recognition and validation of non-formal and informal learn-

ing in view of the upcoming European Commission’s proposal for a Council Recommendation on the promotion and validation of non-formal and informal learning, beginning of 2012. More than 70 participants took part in this interesting debate, which included a presentation of the mentioned initiative by the European Commission, a presentation of the European Inventory on validation of non-formal and informal learning and three case studies from EUCIS-LLL members, followed by an open discussion with the participants. Niamh O’Reilly, in the capacity of EAEA board member, moderated this seminar.

Niamh O’Reilly and Katarina Popovic represent EAEA in the EUCIS-LLL working groups. Additionally, Katarina Popovic represented EUCIS-LLL in the meeting on “EU Skills Panorama”, Brussels, 16 December 2011. Gina Ebner, Secretary General of EAEA, continues as president of the Platform.

EUCIS-LLL published a number of statements and has been involved in campaigns. The steering committee of EUCIS-LLL also had the opportunity to meet with Commissioner Vassiliou, where we had the opportunity to underline the crucial role of civil society in lifelong learning and our concerns about social inclusion in education and training, especially in times of austerity.

More information about EUCIS-LLL, including its activity report, can be found at the website <http://www.eucis-lll.eu/>



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### 1.7. Raising Visibility

In addition to the meetings with policy-makers, EAEA tries to be present at other meetings and / or receives invitations to conferences. These are all opportunities to present EAEA and its viewpoints.

President Sue Waddington, together with the Secretary General, represented EAEA at the final conference of the LLL2010 project, **Do three sides always make a triangle? Policy, institutions and learners in lifelong formal learning** in Leuven in February.

The president and SG also moderated a workshop on **'Intercultural society'** at the **Final Conference on implementing the Action Plan on Adult Learning**, Budapest, 7-9 March 2011. Vice-president Katarina Popovic represented EAEA at this conference, too. The workshop contents had been elaborated with the European Commission, and the resulting recommendations fed into the New Agenda for adult Learning and the EAEA policy paper on migration and adult learning.

Vice-president Katarina Popovic represents EAEA at the Editorial Board of the Lline magazine. As well as at the anniversary celebration of our Swiss member SVEB in Bern in May, the Learn Festival in Montenegro in May and the Conference of the Georgian Association in Tbilisi in October.

There was also a meeting of German EAEA members hosted by Vice-president Uwe Gartenschlaeger. He also represented EAEA at the Future Forum

in Austria in July.

Niamh O'Reilly presented a keynote address and a workshop on the Irish National Qualifications Framework at the conference entitled: **Key challenges for development of new education policies** during the Days of Lifelong Learning in Skopje, Macedonia on 26th October 2011. This event was organised by the dvv international Macedonia Office and created a space for discussion and shared learning on key topics pertinent to education policy.

The Secretary General participated in the Grundtvig valorization seminar in Brussels in April and presented EAEA in a seminar at the University Essen-Duisburg in January. A study visit by the Nordic network NVL was also hosted.

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## 2. INTERNATIONAL COOPERATION

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### 2.1. Cooperation with ICAE

EAEA continues to work on international issues. ICAE's World Assembly 2011 took place in Malmö, Sweden, back to back with the EAEA General Assembly so that its members could easily participate in both events.

At the ICAE World Assembly, Andre Schläfli from the Swiss member SVEB, was elected Vice-president for the European Region.

The World Assembly **"A World Worth Living In - Adult Learning and Educa-**



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tion - the Key for Transformation" had general themes under which a large number of common and parallel activities were offered. ICAE's organisation committee had established four main themes:

1. Literacy - and so what? International commitments for developing the possibilities of learning - follow-up of the UN International Conference on Adult Education, the UN Education and Millennium Development Goals, etc. The need for a strategy in order to utilise the resources of the organisations of civil society.
2. The future in whose hands? Sustainable development and climate change - what role does education and learning play?
3. Learning for what work? Meaningful work at meaningful workplaces - paid and unpaid work. What role does informal, non-formal and

formal learning play in the development of the work?

4. The Northern Enlightenment. What can we learn from the Nordic folkbildung tradition and the role of folkbildung in society?

### 2.3. Development

EAEA is an observer at CONCORD Europe, which consists of 22 national platforms and European network organisations active in development. Uwe Gartenschlaeger, who was appointed Vice-President with special responsibilities for international issues, is the EAEA representative in CONCORD. EAEA has been invited to join some working groups already, such as the Development Education Forum and the Enlargement, Pre-Accession and Neighbourhood working group.

EAEA organised a study visit for our



A World Worth Living in 2011

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## EAEA General Assembly 2012



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members from dvv international with the aim to meet representatives of European Commission responsible for Development and External cooperation issues i.e. from the geographic area of Latin America and the Middle East, and discuss their activities within the region especially in relation to education. This visit was a third in a row organised by EAEA and has proven to be a successful membership service with the aim to get to know more about EC activities within this thematic area and to establish new and useful connections and relations for the future.

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### 3. CONFERENCES AND EVENTS

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#### Younger Staff Training

Based on feedback from its members, EAEA developed a Grundtvig In-Service Training targeted at younger staff of EAEA members. The Objectives were the following: To learn about European developments in adult education and lifelong learning; to understand advocacy work at European level; to exchange information and knowledge about each others' organizations and adult education backgrounds; to learn about EAEA and EU-CIS LLL and other key civil society organizations;



Younger staff training



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We had 15 participants (+ Sanni from the EAEA office) from 11 countries, and the whole group was incredibly enthusiastic, interested and inspiring.

Besides the study visit aspects, they really enjoyed exchanging ideas and information about their jobs, organizations and countries. We had meetings with the European Commission, the education attaché of the upcoming Danish presidency, at the parliament with the assistant of MEP Mary Honeyball, with Audrey Frith about the work of EUCIS LLL. The group also visited the Social Platform and the European Council (with a truly outstanding introduction to Brussels politics).

The group has suggested continuing working with each other and EAEA, they have proposed an 'EAEA Younger Staff Network'. The success of this training means that there will be an-

other training offered in 2012.

### **Study presentation 'The Wider Benefits of Adult Learning – An inventory of existing research and studies', 24 May 2011, Brussels**

EAEA and its German member DVV had sub-contracted the former EAEA project assistant Ricarda Motschilnig to put together a desk study on the Wider Benefits of Adult Learning. Ricarda investigated existing research for areas such as health, civic and social engagement, attitude change, educational progression, crime, parenting, poverty reduction and well-being. This study was presented to about 25 participants from the European Commission and stakeholder associations. It is of course part of a longer and more intensive engagement with the topic of wider benefits, as the BeLL projects demonstrates.



Conference on New Skills and Jobs – the role of non-formal adult education



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### **Conference on New Skills and Jobs – the role of non-formal adult education, Brussels, November**

The conference was organized by EAEA with the aim to inform the participants about the key aspects of the Agenda and build a forum for discussion opportunities on the issue of 'skills' and 'employability' and their relation to non-formal adult education.

Participants together with key note speakers explored the impact the Agenda and their actions were meant to have and what people can expect from different institutions when it comes to coping with changes in society and the labour market.

Furthermore the conference provided a basis to launch a discussion with associations from other Education and Training sectors, with an aim to lead to a common project and to link the New Skills Agenda to the follow-up of the Action Plan for adult learning.

Background material (conference proceedings, presentations, documents, statements, links and other relevant information) as well as all conference presentations are available for download at: [www.eaea.org](http://www.eaea.org)

### **General Assembly and Grundtvig Award** See chapter 7.1

### **Policy breakfast at the European Parliament** See chapter 1.3

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## **4. PUBLICATIONS**

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### **Grundtvig Award Brochure**

EAEA published a summary of all the received submissions of the Grundtvig award, thereby providing an outstanding collection of good practice examples across Europe and outside.

### **Policy paper on adult education and migration**

EAEA published a policy paper on Adult Learning and Education and the Integration of Migrants - The Need for a European Strategy. It proposes a coherent and coordinated strategy that tackles both migrants' skills and competences and intercultural activities across Europe.

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## **5. PROJECTS**

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Our aim is to be present in European projects of strategic importance with regard to advocacy policy in adult education and lifelong learning. EAEA is requested as a partner in European projects with increasing tendency. An important role that the association takes over in these projects is disseminating projects in development and project results as well as disseminating good practice examples.



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### PROJECTS IN WHICH EAEA WAS INVOLVED AS A PARTNER DURING 2011

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#### 5.1 Development of Online Education Tools for Adults - DOLCETA

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One of specific actions for consumer education which contribute to sustainable consumption is the Development of Online Education Tools for Adults (DOLCETA) project. It started with the assumption that consumers need a minimum level of knowledge and education to understand the information and to use it in the most appropriate way. For this reason, DOLCETA modules serve to give consumers the necessary competences to compare products and services on the market; to decide on purchases; and to defend their rights as consumers. The legal and practical information is adapted to the national characteristics of each country. DOLCETA offers interactive multilingual online learning on consumer rights and financial issues. The website contains hundreds of articles on consumer issues all there for the interested consumer to read. It also contains a lot of fact sheets, lesson plans and different types of educational material for teachers. Dolceta can be used in home economics, maths, citizenship, finance, science and more. It can also be used as a training or reference tool by consumer organizations and other NGOs, SMEs, and consumer counselors. All the educational material on the Dolceta site can be used and downloaded for free (provided you

acknowledge the source). The articles on the Dolceta site are checked by pedagogical and legal experts in all EU Member States, and all the content is maintained and updated continuously. Teachers can use and adapt the Dolceta material to fit into the curriculum at different levels and in different subjects, in primary and secondary schools or adult education and community education programmes. DOLCETA contains eight different modules on following thematic topic: Consumer rights, Financial services, Product Safety, Teacher's corner, Sustainable consumption, Services of general interest, Financial Literacy, Food Safety. All modules are available in 27 different versions, one for each European Member State and in all official EU languages at [www.dolceta.eu](http://www.dolceta.eu)

EAEA was responsible for testing of developed materials with real users in real educational environment as well as the overall coordination of the work flow within the development of new modules and maintenance of the existing once. The project ended in June 2011.

#### 5.2. InfoNet

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INFOnet is a Grundtvig network project of Adult Education journals/media in Europe. The project increases cooperation between adult education journals and offers a newswire for adult education. It is a European network of editors in the field of Adult Education and Life Long Learning with the main objective to build a community for sharing experience, knowl-



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edge and material (news, articles etc.) for editorial work. To achieve this, InfoNet has established a web based information service for the dissemination of news on Adult Education with European relevance. From the second year, supported by an information bureau in Brussels, a regular information service is operating which works similarly to a news agency. InfoNet currently has members in almost all EU countries, including the journal LlinE (which is a trans-European organisation dedicated to the advancement of adult education, lifelong learning, intercultural collaboration and best practice research). InfoNet is coordinated by KBE (Catholic Association for Adult Education) with the project coordinator Dr Michael Sommer, editor of the German journal "Erwachsenenbildung" (Adult Education) and member of the Akademie Klausenhof, a large adult education centre in Germany.

The financial support for the project ended in September 2011. A new application for a third prolongation of this support has been submitted with EAEA as partner but not approved. A new attempt was made in 2012 with a new structure of cooperation.

### **5.3. GINCO - Grundtvig International Network of Course Organisers**

GINCO is a Grundtvig network run by an international consortium of 21 partners, with the aim to create a European-wide network of adult education organisations actually running Grundtvig courses or willing to do so

in the future. GINCO wants to network actual and potential Grundtvig course organizers and not only offering a forum for cooperation and exchange of expertise but also offering support for development, promotion of access, delivery, accreditation and sustainability of their courses. Looking at 'course delivery' Ginco supports course organisers to link up their courses with LLP policy and to apply appropriate, innovative adult LLL didactics and ICT for their courses. The network also helps to improve intercultural skills of course organisers and support course providers in their care for quality. Special attention is paid to the follow-up and transfer of learning outcomes and course impact on participants. As for 'course provision' Ginco analyses the national course offer in LLP countries and develops strategies to improve the Grundtvig course provision. Finally, Ginco is representing the interests and needs of Grundtvig training organisers and acts as a spokesman in front of the national agencies (NAs), the European Commission, the adult education sector and the educational public at large. A milestone conference on "Validation of professional development in Grundtvig courses" has been organized in Thessaloniki (Greece) in November 2011 where different stakeholders and practitioners i.e. in-service training course organisers, adult education organizations willing/planning to organise such courses, LLP National Agencies, adult education policy makers, programme developers etc from different European countries were discussing and exchange their ideas and



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experiences related to the theme. The project will finish in 2012.

### **5.4. PALADIN - Promoting Active Learning and Ageing of Disadvantaged Seniors**

The PALADIN project intends to contribute to the empowerment of disadvantaged seniors through the development of their readiness for self-directed learning. PALADIN focuses on 5 fields of their lives: activity (employment or voluntary), health, finances, citizenship and education (formal / non-formal / informal). PALADIN's objectives are to develop and test a package of methodology and instruments to facilitate self-processes of seniors at disadvantage (over 50 years old without qualifications) and to set up a network of innova-

tive activities, focused on self-training and learning at Community level. Furthermore to produce a Memorandum of 'Lessons and recommendations for policy-makers and lifelong learning deciders' in order to advocate for active learning and ageing of disadvantage seniors. The project ended in December 2011. You can find out more about PALADIN on [www.projectpaladin.eu](http://www.projectpaladin.eu).

### **5.5. Poliglotti4.eu- Civil Society Platform to promote Multilingualism**

The Civil Society Platform on Multilingualism (CSPM) has been working over the last year on behalf of the European Commission. Given the composition of the Platform which gathers 29 prominent European-wide working head organizations of Civil



The final Paladin Conference



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Marta Lottes at the PoliGlotti4.eu Stakeholders meeting in Madrid December 2011

Society, the Platform was divided into four working groups: Education, Linguistic Diversity and Social Cohesion; Translation and Terminology; Language Policy. The four working groups have started with fact finding and research activities to gather data on the situation of multilingualism in these fields, also collecting best practice examples. All these activities have led to the development of recommendations for the implementation of a European multilingualism (ML) policy. These recommendations have been presented in October 2010 and are the basis for the project. The project can rely on the expertise, experience in the field and networks of those 29 European organizations covering all language-related fields of Civil Society.

The platform considers that this will only constitute a first step towards the development and implementation of ML policies in Europe. Further work will be required to: Communicate and promote these recommendations directly to policy-makers at local and regional level; Provide policy-makers with practical advice and guidance on the formulation and implementation of ML policy; Raise awareness of the value and importance of ML in society as a whole; Provide to policy-makers as well as to the general public a range of tools which can facilitate ML. The research and recommendations of this project will focus particularly on three areas: lifelong learning, pre-school, and social/community services for social inclusion. The principal physical output of this project will be a multilingual on-line Language Observatory which we envisage will become the reference on the practice of multilingualism in Europe, and will persist beyond this two-year project.

The project duration is two years and will end in December 2012. EAEA is responsible for the collection and evaluation of multilingualism tools; responsible for interviews in the area of lifelong language learning.

### **5.6 IPA — 'the second chance' — systemic development of elementary, practice-based adult education in Serbia**

The project, with the overall objective of the development of a rigorously piloted and evaluated model for a national system for Functional Element-



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tary Education of Adults (FEEA), will permit adults without elementary education a “Second Chance” for enhancing their social conditions and economic livelihoods. This is to be achieved through the development of policy initiatives which will ultimately be supported through legislative and regulatory mechanisms. The initial policy documents will form the basis for a three-cycle programme for participants, which will result in completion of years 1 to 8 of a functionalised elementary education, supplemented by needs-oriented vocational training. These cycles will be developed under the project, along with supporting materials and handbooks, and then piloted in 80 elementary schools (with partner VET schools) with the involvement of 4000 adult learners. To achieve all project results will necessitate the involvement of a range of partners at national and local levels in the development of policy, the identification of needs, the development of programmes and the accessing of employment opportunities. Such a programme will also involve large numbers of school staff and others in the identification, recruitment education/training and retention of the participants. Another major component of the project is therefore that of training and capacity building. Much attention is also paid to the promotion of FEEA to the broader public, and the importance of this must not be underestimated. Whilst the importance of FEEA may be clear to the professional community, it is often those who would benefit most from it, i.e. the functionally illiterate, who appreciate this least. Indeed, such attitudinal

issues may pose the greatest of challenges to the project, with motivation of participants having to be addressed throughout. The project duration is three years and will end in September 2013

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### **NEW PROJECTS - IN 2011 EAEA JOINED THE FOLLOWING PROJECTS AS A PARTNER / AND OR BECAME COORDINATOR:**

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#### **5.7. ENIL - European Network for Intergenerational Learning**

The main aim of the European Network in Intergenerational Learning is to promote Intergenerational Learning (IGL) by bringing together and supporting sustainable, effective practice in the field and by facilitating the exchange of ideas and expertise beyond individual projects, and by creating a mechanism for practitioners to influence policy and practice. The Network responds to the need identified among practitioners to offer a platform and incentives for fostering new ideas and new developments in intergenerational learning across Europe, and to provide the infrastructure for on-going exchange of expertise, good practice, news, research and developments in the field. More information about ENIL can be found on <http://www.enilnet.eu/>. EAEA's role within the project is basic dissemination and the organization of the final conference in Brussels. The project duration is three years and will end in December 2013



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### 5.8. BELL – Benefits of Lifelong Learning

The aim of the BeLL-project is to analyze wider benefits of non-vocational adult learning in nine European partner countries. The focus will be on non-formal adult education, which is usually based on voluntary participation and non-vocational topics. The target group are active adult learners, highly educated as well as lower educated persons, who have participated in non-formal education courses. The key idea is to collect comparative data referring on a research framework from an earlier study conducted in Finland in 2008 (Manninen & Luukanen 2008). Previous research on the wider benefits of non-formal adult education have demonstrated that non-formal adult learning can lead to an increase in active citizenship, self-confidence, creativity and motivation for further learning and contributes towards social capital (social network and communities), identity capital (self-esteem etc.) and human capital (skills and competencies) (see Manninen, J., 2010; Schuller, T. et. al 2005). Empirical evidence gained through this study help to strengthen Liberal Adult Education in the different countries. The organizational structure for non-vocational adult education have traditionally been substantial in Nordic countries, but usually less developed in other countries, especially in New Member States and southern European countries. Thus, comparative data about learning opportunities and wider benefits will help member states to estimate their own situation, as well as to make evidence based de-

isions about development of provision of lifelong learning opportunities.

The partner countries is this project are Germany (DIE as co-ordinator), Finland, Slovenia, Czech Republic, Italy, Spain, UK, Switzerland, Romania and finally Serbia as a silent partner.

The project has the following objectives:

1. to map liberal adult education opportunities available in different member states;
2. to examine the wider benefits of non-formal adult education in European countries and regions. International comparisons will provide evidence on the question whether and how the benefits of liberal adult education depend on different social framework conditions and cultural differences. This would provide evidence at EU level on how far more consistent policy in respect of adult learning should be implemented, and how far consideration should be given to differences between countries;
3. to support national policy development in the field of non-formal adult education. Quantitative and qualitative data will be collected and analysed by a team of 9 partners, both to underpin lifelong learning policy development, and to monitor progress towards lifelong learning objectives in the area of non-formal learning, identifying areas for particular attention;
4. to elucidate the relation between the wider benefits and the course



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related aspects, such as aim and topic of the studies, course format, teaching and learning methods, and composition of the group, in order to get evidence about how different andragogical decisions contribute to the better learning outcomes;

5. to inform adult education institutions and practitioners on the wider benefits (survey-feedback).

### **5.9. OED – Outreach Empowerment Democracy**

This is a Grundtvig network coordinated by EAEA - This network brings together 16 organisations from 14 countries. Our aim is to tackle the need for outreach to marginalised groups, especially migrants and ethnic minorities, for the development of more diversity in adult education,

and especially the inclusion of learners' voices, and for the empowerment of its learners to become active European citizens.

We want to

- provide a collection and analysis of good practice examples from across Europe that tackle the overlap of social inclusion and active citizenship (EN, FR, DE)
- analyse outreach strategies to marginalised groups and provide information to other adult education institutions how to organise this
- promote diversity in adult education organisations and their training
- develop empowerment strategies based on good practice and experiences of the network in order to activate learners from disadvan-



OED kick-off meeting



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- tagged backgrounds
- improve teaching methodology for diverse target groups that empowers them and publish methodology guidelines for trainers (EN, DE, FR)
- improve the management of adult education institutions through diversity and the inclusion of learners' voices
- look at how including diverse learners' voices can improve adult education
- provide policy recommendations that will tackle the integration of marginalised groups, their empowerment and participation in lifelong learning (EN, FR, DE).
- organize a European conference in Brussels to present the results

The network will have an impact on the participating institutions, teachers, trainers and (managing) staff in adult education, learners, especially from disadvantaged groups, other stakeholders in lifelong learning and policy makers. The network will improve approaches in reaching out to disadvantaged groups, promoting diversity in organisations, improve teaching methodology, promote active citizenship by participatory strategies and support the development of better policies aimed at integration and lifelong learning.

For more information, visit [www.eaea.org](http://www.eaea.org)

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## 6. INFORMATION & COMMUNICATION STRATEGY AND SERVICES OF THE EAEA

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### 6.1. Information and communication strategy

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The information and communication unit in Helsinki carries out the information work in EAEA. The Helsinki Adult Education Centre and the Finnish government through its Ministry of Education and Culture have been supporting our member VSY so that Johanni Larjanko can spend 80% of his working time on EAEA.

2011 was the year EAEA finally took the step inside social media. Several Facebook pages were created and expanded, the EAEA Twitter feed sprung to life, and new services were tested and evaluated in a small scale (for example Dropbox, Prezi, TeamBox,



EAEA News covers the Swiss Lernfest 2011 by interviewing Ruth Jermann. Our youtube channel now include the interview, plus another 50 videos on adult learning.



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Slideshare). These are the first steps in a new direction for the information work of EAEA. The aim is to increase visibility in new arenas, and to engage the members and stakeholders in dialogue. Due to a change in priorities at the Finnish Adult Education Association some activities could not be carried out as planned, most notably the beginning of a new information and communication strategy for the association, as was agreed during the 2011 General Assembly.

In 2011 the development of the EAEA Dissemination Services also began to yield results, with several requests from members and others to provide offers.

At the end of the year we reached a landmark with 30 published country reports on Adult Education, the result of long and hard work (see [www.eaea.org/country](http://www.eaea.org/country))

3 issues of the printed news were published, while discussions started on moving from print media to PDF-distribution in order to save costs. EAEA also continued to produce monthly electronic news bulletins, as well as



Our section of country reports on Adult Education now includes more than 30 countries!



EAEA is now active on facebook as well

the EAEA insider, the quarterly internal news service for members only.

The EAEA Policy Debate on the New Agenda, the EAEA General Assembly the ICEA World Assembly including the conference A World Worth Living in were all documented, and the results disseminated.



### Erasmus for all

The Commission has published proposals for the new Lifelong Learning Programme for the 2014-2020 period, with the new title Erasmus for All. In the coming months these proposals will be considered by the European Parliament, Members States and other stakeholders and the EAEA will be contributing to the debate.

We will be considering if these proposals include sufficient support for European Adult Education policy, adult learning organisations and adult learners themselves.

One of the main changes from the existing programme is that the separate strands such as Grundtvig and Leonardo are no longer included. Instead the proposals are for 'streamlined architecture' with three types of action. These are learning mobility for individuals (mainly HE and VET students and staff), 'cooperation for innovation and good practices' (partnerships) and support for policy reform.

There are also proposals to increase the overall budget.

The strong emphasis in the new proposals is upon youth and higher education and therefore the EAEA will be calling for some rebalancing, so that the need to develop educational policies and non-formal learning opportunities for adults in the EU and beyond is given more recognition.

There are many challenges facing adult education in Europe including a reduction in the participation rates, an ageing population and a need to increase the skills base of adults with low levels of qualifications

The EAEA, after surveying our members views of the current programme, is strongly of the view that the Grundtvig strand should be maintained in the new programme. We feel that a distinct programme strand for adult education is still necessary.

Secondly we believe that Adult Education needs a larger share of the budget of the new programme than the 2% minimum allocation proposed.

Thirdly we will be suggesting that the proposal for bigger and more efficient projects, runs the risk of excluding smaller organisations that have previously participated in European partnerships and projects and have made a big contribution.

The EAEA would welcome your views on the proposals which can be found at <http://ec.europa.eu/education/erasmus-for-all/>. We will be developing a full response to the proposals in the next few weeks.

Sue Waddington  
President of the EAEA

### Events

12-13 December, Bonn, Germany  
Remember for the Future: The Role of Youth and Adult Education in Working with the Past and Reconciliation Processes

10-12 February 2012,  
Nottingham, UK, Transnationalization of Educational Policy Making: Implications for Adult & Lifelong Learning

5-7 March, 2012, Oslo, Norway:  
International Conference on Validation "To implement a high quality validation process - a challenge!"

10-12.5. 2012, Graz, Austria:  
Universities' Engagement in and with Society

### EAEA in Brussels

Welcome to visit us at Rue D'Arlon, just next to the European Parliament at Place du Luxembourg.

Rue d' Arlon 40  
B- 1000 Brussels  
Tel. +32 2 234 37 63  
Fax. +32 2 235 05 39



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### 6.2. Contacts with EAEA members

As every year, several groups and individuals visited the main office and received information on EAEA's activities, its role at a European level and possibilities for members to get involved.

The secretary general continues her more regular e-mail information service to the members (EAEA – News from Brussels), explaining what is going on at the secretariat in Brussels. Members of the Executive Board, the President, Vice-Presidents, and Secretary General have been invited to a number of events, conferences, seminars, meetings and discussions. All representatives of EAEA contributed to making adult education more visible and promoting the association at different levels.

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## 7. ACTIVITIES IN THE ORGANISATION

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### 7.1. General Assembly and Grundtvig Award

The General Assembly 2011 was organised in Malmö, Sweden. Besides the usual statutory business, elections took place. The following candidates were elected:

Sue Waddington, president (England)  
Aram Avagyan (Armenia)  
Ivo Eesmaa (Estonia)  
Beate Gfrerer (Austria)  
Uwe Gartenschlaeger (Germany)  
Per Paludan Hansen (Denmark)  
Britta Lejon (Sweden)  
David Lopez (France)



Part of the staff and the new Board of EAEA



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Niamh O'Reilly (Ireland)  
Katarina Popovic (Serbia)  
Pirkko Ruuskanen-Parrukoski (Finland)

The following board members were appointed Vice-presidents: Per Paludan Hansen, Katarina Popovic and Uwe Gartenschlaeger.

During the General Assembly, an intergenerational panel, consisting of some adult educators that were about to retire (Eeva-Inkeri Sirelius, Alan Tuckett and Ekkehard Nuisl von Rhein) and a couple of young adult educators at the beginning of their careers (Niamh O'Reilly and Maja Maksimovic) had the opportunity to exchange their perspectives, ideas and hopes for adult education.

For some years, the EAEA has now organised an adult learner award for excellent projects in adult education

and learning. The topic of 2011 took the European Year of Volunteering as its starting point. The topic was Innovative Approaches in Adult Education and Learning - Learning Experiences through Volunteering. 13 European and 2 outside of Europe projects were submitted.

### Grundtvig Award winners 2011

The EAEA Grundtvig Award 2011 goes to the association Lunaria from Italy for their project **"SENIOR EUROPEAN VOLUNTEERS EXCHANGE NETWORK - SEVEN"**.

Davide di Pietro from Lunaria tells EAEA News that "Volunteering is basically about doing something for someone else. But it also has a broader meaning. We believe that through volunteering you can have a full learning experience".

What does this mean? Davide says that for them the educational aspect



Grundtvig Award 2011

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## EAEA General Assembly 2012



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is really central. This is why Lunaria always tries to link educational features to volunteering, especially for volunteering abroad. "We are particularly interested in intercultural learning", he explains.

2011 is the European Year of Volunteering, and traditionally the topic for the EAEA Grundtvig Award follows the same theme. A jury analyzed 13 projects submitted for the award, and the selection in the end fell on Lunaria. According to the jury, "among several good projects two are selected as excellent - SEVEN - Senior European Volunteers Exchange Network (Associazione di Promozione Sociale LUNARIA from Italy) and Learning experiences through volunteering (Lempäälä-opisto from Finland) and the winner of the Grundtvig award for 2011 is the project SEVEN.

The SEVEN Network was set up in 2007. What people learn depends on the way the exchange takes place but Davide says he can observe two main categories of learning: intercultural learning and transversal competences such as listening to others, cooperating, etc.

The project involved 29 organizations from several countries, creating and implementing a Senior Volunteering Program - exchange and visit of volunteers abroad. More than 300 volunteers have taken part so far in a volunteer exchange, but equally important the project developed a set of educational tools for the exchange and ways to disseminate the results. The project also fostered the creation of bilateral



Davide di Pietro

or trilateral partnerships among various partners. Thus they will be facilitated in the implementation of their mobility and exchange projects.

The project made the contribution toward:

- networking volunteers
- active ageing policies
- increasing mobility

Combining these aspects, the project SEVEN made a significant and sustainable contribution to the European Year of Volunteering."

### **Grundtvig Award winner in the 'Outside of Europe' category 2010**

The ESL Settlement Assistance Program (ESLSAP) emerged from a pilot project based on existing program frameworks found in the BC Community Adult Literacy Program and the Home Front Program at Vancouver Community College.

The pilot project aimed at providing ESL services to adult immigrant and refugee newcomers in rural and remote communities across British Co-



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Martin Breuhan

lumbia, using a delivery approach that differs from the traditional classroom delivery which requires a higher minimum number of learners. ESLSAP was introduced in 2007 and is funded by the Canadian federal government, Citizenship and Immigration Canada through WelcomeBC of the Ministry of Jobs, Tourism, and Innovation.

ESLSAP is currently based on the involvement of over 700 volunteer tutors. Trained volunteers provide free English language and immigration settlement support to adult immigrant and refugee newcomers living in rural or remote communities throughout British Columbia.

This program fosters community collaboration through program partnerships between not-for-profit community groups, the British Columbia Community Adult Literacy Programs, public colleges and universities, school districts, public libraries, employment agencies, and volunteer societies. ESLSAP Service providers receive government grants to recruit, train, and support community members who volunteer to tutor immigrants and refugees settling in small

and remote BC communities.

### 7.2. Membership

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New applications for membership were received and approved by the General Assembly:

#### ASSOCIATE MEMBERSHIP

- United for Innovation and Quality in Education –UNIQUE (Austria)
- Ministry of Education and Culture of Republic of Srpska, Institute of Adult Education (Bosnia and Herzegovina)
- Association of Adult Education Institutions (Czech Republic)
- Verband der Volkshochschulen des Saarlandes e.V (Germany)
- Adult Education Centre (Macedonia)
- The Institute of Adult Education of the Russian Academy (Russia)
- Women’s Entrepreneurship Academy (Serbia, Republic of)
- Slovenian Institute for Adult Education – SIAE (Slovenia)
- Borys Grinchenko Kyiv University (Ukraine)

We are glad to further expand our network and consolidate our position as the largest association for general adult education.

The following networks were excluded:

- ECW Information Service Ltd Vocational IT Training Centre (Cyprus)
- The Center for Local Development



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(Macedonia)

- Education Society SYCYNA (Poland)

Leaving members:

- PARSH Foundation (Albania)
- Association of Vocation Adult Education Centres (Finland)
- Verband der Bildungszentren im ländlichen Raum e.V. (Germany)
- Beraadsgroep Vorming (The Netherlands)
- ENTRE-SERRAS (Portugal)
- VIVA KOMVUX (Sweden)

### **7.3. Executive Board and President**

The Executive Board and its preparatory body the Bureau (President, Vice-presidents and Secretary General) are supervising the work carried out in the association. Primarily the board works on policy level, leaving the running of the association to the secretary general. The role division is clearly defined in the constitution of the association. The Executive Board aims at supporting adult education issues at transnational as well as country levels: The EAEA Board is rotating its meetings in order to liaise with adult education and lifelong learning institutions in various host countries.

#### **January 2011 (Jerusalem)**

A main focus of this meeting was the financial situation and future of the EAEA. The EAEA board took the opportunity to get to know more about adult education in Israel, meeting with colleagues and representatives from the Education Ministry, visiting

adult education centres and listening to presentations. The dvv international office in Jordan also organised a study trip to Ramallah where we had the opportunity to visit a youth and a literacy centre and meet with adult education colleagues.

#### **March 2011 (Brussels)**

The meeting in March had the aim to prepare for the General Assembly, a decision on the yearly documents (such as activity reports, work plans, budget overviews etc) needed to be made. On this occasion, the board invited Marta Ferreira for a good-bye dinner.

#### **September 2011 (Bern)**

The board attended the opening ceremony of the Swiss Adult Learners' Festival. As this was the first meeting of the new executive board after the elections, an introductory workshop was organised (with the support of dvv international). This workshop facilitated the getting to know each other as well as provided the opportunity to learn more about the EAEA work and offered the chance to discuss key topics and issues for the future of the EAEA.

#### **December 2011 (Brussels)**

The Executive Board met with Commissioner Vassiliou, the unit for adult education at the European Commission and attended the policy breakfast at the European Parliament (the events are described in earlier chapters).



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### 7.4. Finances

In 2011, EAEA succeeded in receiving another framework contract for core funding with the Executive Agency in the Jean Monnet – KA3 strand. For 2011, the work plan was accepted and the core funding approved.

In order to replace the income provided by DOLCETA, which came to an end in June 2011, EAEA made an agreement with EfVET, which provides EfVET with project and administrative support and regular income to EAEA.

Due to sufficient project activities and the two facts mentioned above, the financial situation was stable in 2011. There is a minus in the accounts of 7.580 €, which is mainly due to the writing off of unpaid membership fees and the repayment of 4.724 € from an audit of the core funding in 2006.

### 7.7. Staff

After the end of DOLCETA, EAEA was still able to offer the project assistant, Sanni Roinevirta, a part-time work contract for the rest of 2011.

The permanent staff of EAEA main office in 2011:

Valentina Chanina, Administrator  
Gina Ebner, Secretary General  
Marta Lottes, Project Manager

### 7.9. Trainees and Volunteers

In the reporting period, the following trainees did their internship at the Brussels Main Office:

1. Michal Sorejs, Czech Republic
2. Matthias Galan, Austria





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We are very pleased that Michal's traineeship was chosen as the best in 2010/2011 by the Czech National Agency and awarded the Grundtvig quality statement prize.

### 7.10. Bob Schouten Fund

The Bob Schouten Fund, established in 1981 in commemoration of the international work of Bob Schouten, the longstanding first Secretary of the European Bureau of Adult Education, aims to 'assist workers in adult education to make themselves familiar with international aspects of their work by studying Adult Education abroad in one of the countries of Europe'. In 2011, the participation of one young adult educator from Georgia in the Younger Staff training was financed.



Michal Sorejs



The Board visited a school in Ramallah, the West Bank, during its Board meeting in Israel.



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### **ANNEX – POSITION PAPERS, OPINIONS, STATEMENTS**

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#### **The response of the European Association for the Education of Adults (EAEA) to "GREEN PAPER: EU development policy in support of inclusive growth and sustainable development – Increasing the impact of EU development policy":**

European Association for the Education of Adults (EAEA aisbl)  
Rue d'Arlon 40  
B – 1000 Brussels  
Register Identification Number  
3334854676-12

#### **Introduction**

The EAEA is an NGO with 128 members in 42 countries, representing non-formal adult education and learning on European level. EAEA itself and many of its members have been engaged in development projects focusing on Lifelong Learning and Adult Education.

Dvv international is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband (DVV), the association of about 1.000 community based learning centres. With the financial support of the German government and the EU the institute has implemented development cooperation projects in Africa, Asia, Latin America and the transition countries for more than 40 years.

EAEA and dvv international highly welcome the initiative of the European Commission to start a policy dialogue about the concepts and the framework of the future development policy. In a period, where the EU 2020 strategy provides a new vision for the next decade, development effort should be closely linked to this overall approach. From the perspective of the non-governmental Adult Education sector the following aspects should be stressed:

1. The main focus of the GREEN PAPER is on economic growth. From our experience in Europe and beyond we feel an urgent need for a more balanced approach, which reflects the request for a "inclusive and sustainable growth" not as one of several separated topics, but as the overarching aim for all development efforts. The danger of dividing societies into those, who have and those, who are excluded is virulent in all parts of the world. Economic growth alone does not eradicate poverty.

2. It is disappointing that education plays a minor role in the GREEN PAPER. "No development without education" should be a fundamental principle of EU's development policy. As it is a European reality since the Lisbon strategy, these efforts should be embedded into a Lifelong Learning approach, taking into account the right of every human being for education. EAEA and dvv international would very much like to see the recognition of the power of Lifelong Learning and Adult Education for development. We cannot understand, why a concept,



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## EAEA ACTIVITY REPORT 2011

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which was identified as a key factor for the future of Europe is totally ignored for Europe's interaction with the global south. Lifelong Learning for the North and basic education for the south is not a sustainable vision. EAEA and dvv international support CONCORD's call for a benchmark of 20% for basic health and education., as well as the call of the "Belem Framework of Action" of UNESCO'S CONFINTEA VI conference on Adult Education to consider "new, and opening up existing, transnational funding programmes for literacy and adult education, along the lines of the actions taken under the EU Lifelong Learning Programme".

3. We appreciate the intention of the commission to coordinate Europe's development activities. It would not only give Europe as the biggest donor globally a better visibility, but mainly avoid double structures and shape the engagement. It will clearly help recipient countries to manage the diversity of development projects and actors. However, coordination should not mean that projects should be managed or money should be delivered only through the Commission. As a civil society platform, we value very much a decentralised approach, based on the principles of subsidiarity. Many projects can be managed better in a dialogue with national or even regional ministries than with a centralised Brussels based structure.

4. EAEA and dvv international suggest a revision of the management tools used by the Commission today. We are highly sceptical of the existing bu-

reaucratic procedures, which capture too much of the energy and resources in administrating projects. A special problem exists with regard to the numerous large scale projects, implemented within a tender procedure, which favour commercial consulting companies. Our partners from Africa, Asia and Latin America reported to us that many of these projects are implemented rather with a view on margins and profits for the implementing companies than on partnership, mutual understanding, capacity building and sustainability with the development counterparts. Unfortunately, this form of project design often excludes civil society actors.

5. The notion of "development education and awareness raising" should be replaced by a wider understanding of "global learning". It is our task to set up a dialogue with the European citizens about the challenges of our interdependent worlds, the impact of globalisation and global warming. To develop an understanding of all living on one earth is the challenge, rather than to "gain the support of European citizens for development cooperation", as the GREEN PAPER narrowly poses the question.

6. As stated in the Accra Agenda, civil society organisations from the North and South should play the important role of a watchdog, raising public awareness in both parts of the worlds for misuse of development funds. Adult Education actors do have a specific role in this setting, as they provide channels for dialogue with the population.



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### ADULT LEARNING AND EDUCATION AND THE INTEGRATION OF MIGRANTS THE NEED FOR A EUROPEAN STRATEGY

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November 2011  
European Association for the Education  
of Adults (EAEA aisbl)  
Rue d'Arlon 40, B - 1000 Brussels

The EAEA is an NGO with 128 members in 43 countries, representing non-formal adult education and learning on European level. EAEA itself its members represent the whole spectrum of Lifelong Learning and Adult Education activities, including formal, non formal and informal learning, education and skill training.

#### a. Introduction

“In light of the demographic challenges faced by most EU Member States (i.e. demographic ageing and an increasing old age dependency ratio), immigration can help counter-balance an ageing population, whilst meeting the skills and labour shortages in certain sectors. However, relying in immigration also entails that appropriate policies are developed at national level in order to fully support the social and economic integration of newly arrived migrants into European societies. Demographic ageing and an increase in immigration may lead to so-

cial fragmentation in the absence of appropriate policies and support measures.”<sup>1</sup>

The European Association for the Education of Adults (EAEA) therefore sees a need for a strong European strategy in the area of adult learning that addresses a range of important topics. We understand that migration is a complex issue, and we will not try to tackle all aspects of migration policies, but rather concentrate on the role that adult education can play. We have seen from other regions of the world that migration can be seen as an opportunity where adult education plays an important role in bringing people together and increasing the skills and competences of adults (see the 2011 Grundtvig Award winner from Canada). We would like to see increased efforts in European societies, too, in order to make this happen.

EAEA's expertise is in adult education. Many of our members have considerable experience in working with migrants and with intercultural projects and approaches. We feel strongly about the contribution migrants can make to European societies, and the positive impact of strong intercultural developments. We will concentrate on our strategy on adult education and learning as this is our field of expertise and refer to other civil society organizations (e.g. human rights, anti-rac-

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<sup>1</sup> Policy briefing for Workshop 6 at the Action Plan conference in Budapest 2011



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ism etc.) for further recommendations and strategies.

European institutions have been active in the field of migration, and while the emphasis is on justice, there has been the production of a 'Handbook on Integration for policy-makers and practitioners'<sup>2</sup>. The Council of Europe has dedicated a lot of work to the issue of migration and has, in fact, put a focus on migrants and adult learning. A recent recommendation, for example, deals with validating migrants' skills. In the education area, there has been a Green Paper "Migration & Mobility: challenges and opportunities for EU education systems", which focuses on the school sector.

We propose a coherent and coordinated strategy that tackles both migrants' skills and competences and intercultural activities across Europe.

### b. Mobility – migration

In the terminology of European institutions, the difference is clear – migration happens from third countries into the European Union, while mobility means the free movement from one EU country to another. The reality of moving from one country to another is, of course, more complex. The social and psychological experience of arriving in a foreign country does not differentiate according to status. The need to learn the language, to find a social network, to understand local customs, the la-

<sup>2</sup> [http://ec.europa.eu/ewsi/UDRW/images/items/doc1\\_12892\\_168517401.pdf](http://ec.europa.eu/ewsi/UDRW/images/items/doc1_12892_168517401.pdf)

bour market (etc.) remains the same whether you are a migrant or a mobile European. In the same vein, the prejudice of native cultures does not differentiate along these lines, either. People may be prejudiced against foreigners, whether they come from Romania, the Ukraine or Africa. (Obviously, migrants from outside the EU do have additional challenges to deal with because of their legal status – applying for visa and work / residence permits etc., so there is an additional need for support).

We would like to underline that therefore initiatives for education, learning and intercultural initiatives will benefit all those coming from abroad, which also means supporting and promoting free movement of people.

### c. Different groups

Migrants come from different countries, social backgrounds, educational levels etc. Their approach to integration is different according to these backgrounds, and the native cultures reaction to them might be also different. Religion has become an increasingly important category in the discourse of migration. While there are many issues that go beyond the scope of learning and education, the heterogeneous nature of migrant communities does have a strong impact on individual migrants' needs and opportunities. A highly qualified professional has different learning demands from



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## EAEA ACTIVITY REPORT 2011

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an illiterate unskilled worker (even if it is just about learning the host language).

### d. Civil society, Local Authorities and non-formal learning

The complexity of the situation and the need for local, regional, national and European action underlines the need for civil society organizations, especially those run by migrants themselves. They know the needs and challenges and can reach out to newly arrived migrants. Close cooperation with them in order to establish a learning culture will be absolutely necessary.

The role of Local Authorities is also crucial. Information, integration, and outreach can only happen on the local level, and Local Authorities, should work in cooperation with adult education providers, other educational institutions, social institutions and civil society organizations.

Non-formal adult education initiatives can reach people who have not previously gained from educational achievements. All too often, education and training are presented as necessities and obligations (e.g. not to lose one's job), which will deter those with few or negative learning experiences. In combination with effective outreach methods, local non-formal learning opportunities can be very success-

ful in reaching a high number of migrants.

Providing learning opportunities for migrant parents is an important approach to encourage an improvement in the educational achievements of the next generation. In particular, enabling mothers to access learning close to home, perhaps at the local school as part of family learning initiatives, has very positive outcomes for children's learning.

### e. Recommendations

#### a. A European task force bringing together various DGs and institutions

Currently, migration is dealt with in different DGs and within DGs also in different units. There is the clear danger of doubling efforts in one area and missing out on other points due to a lack of coordination. In order to launch a European effort to promote integration, we propose a European task force that brings together the different units and DGs and to develop and produce a European strategy for integration. Obviously, this strategy should have a strong focus on lifelong learning. Other institutions (such as the Council of Europe) and civil society organizations should be part of the task force.



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## EAEA ACTIVITY REPORT 2011

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b. Coherent and cooperative approaches at all levels

An **integrated national and local approach** is needed to address the needs of migrant communities. Issues such as welfare, health, transport, and childcare need to be addressed, together with learning support needs. This requires local agencies of different types to collaborate closely in the interests of their service users.

**EAEA underlines the importance of simultaneously acting at various levels in a coherent way.** For example, guidance and counselling are important, but governments (national and local), stakeholders and providers need to make sure that there will be appropriate courses for those interested. In combination with campaigns and promotion, we need **investment in learning infrastructure and adult education staff**, as well as training and courses.

c. Understanding the needs of migrants

We have pointed out earlier that migrants are in fact a very diverse group from different backgrounds. Therefore a necessary first step is understanding the needs of the target groups and the individual migrant. Based on that, effective learning strategies can be implemented and learner-centred methodologies applied.

**Good practice example: The Grundtvig Award winner 2008:**

The project is entitled Benim Adim Einar - which translates as 'Professionals Experience Integration in Turkey.' This project targeted 23 professionals from 8 countries around Europe who are directly involved in integration work in their countries. The idea behind the project was to provide the participants with an insight into the challenges and frustrations of integration as experienced by newcomers into a country. This group of professionals was asked to travel to a small town in Turkey in order to take part in the same integration programme as immigrants in their own country. The programme covered language and social skills, as well as an intake interview. Participant's experiences of the programme were documented in DVD form. This film has since been shown in over 17 European countries. The main aim of the project was to show that integration is not just a one-sided process. The project has demonstrated that integration comes from both sides.

d. An investigation into the barriers for learning for migrants

Each member state should be invited to investigate its legal provisions and / or possible legal and financial barriers to migrants' learning. Whether there are waiting periods until migrants have access to courses (which stands in the way of early and structured language learning) or similar barriers, member states should become aware of them and undertake to change them.



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### e. Empowering migrants

In order to make real progress, we need to listen to and cooperate with representatives of the relevant groups rather than assuming to know their needs, i.e. work WITH them rather than work FOR them; grassroots organisations have to be supported. There are many good examples of empowering working methods and learning methodologies, which have to be applied widely.

#### **Muslim peace agents (Sweden)**

Sweden now has a Muslim study association, which has launched this project: Young Muslims across the country have been trained to be Peace Agents. They have been given the knowledge and tools needed to work with peace issues, anti-violence and human rights. The long term aim is to combat Islamophobia (fear and animosity towards Islam, mainly by people in the West) and Westphobia (fear and animosity towards the West, mainly by Muslims).

### f. Language Learning

Learning the language of the new country is essential for successful integration, social cohesion and active citizenship. We therefore suggest that we need comprehensive language learning provision that is easily accessible for migrants.

The methodology needs to be adapted to the needs and experiences of adults (too often, school teachers work with adults without changing their methodological approach) and, if possible, combined with other learning needs (e.g. with basic skills training or vocational training,). Non-formal adult education in many countries has elaborated excellent methodology and great examples of embedded learning, and a transfer of these innovations would be desirable.

#### **A good practice example from Germany and Austria:**

##### **Mama lernt Deutsch**

German course for migrant mothers of school children: In order to lower the barriers, the courses are offered directly at school and additional child care is offered during the courses. The first focus is to help the women communicate at school and about their children and then continues the teaching based on the needs of the learners.

### g. Welcoming and mentoring programmes

Various countries, regions, cities or other organizations have introduced welcoming and / or mentoring programmes in order to facilitate the language learning, social contacts and cohesion of migrants with the host culture.

#### **An excellent example comes from Canada and won the Grundtvig Award 2011 in the Outside of Europe category:**

The project aimed at providing ESL



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(English as a second language) services to adult immigrant and refugee newcomers in rural and remote communities across British Columbia, using a delivery approach that differs from the traditional classroom delivery which requires a higher minimum number of learners. The project is currently based on the involvement of over 700 volunteer tutors. Trained volunteers provide free English language and immigration settlement support to adult immigrant and refugee newcomers living in rural or remote communities throughout British Columbia. This program fosters community collaboration through program partnerships between not-for-profit community groups, the British Columbia Community Adult Literacy Programs, public colleges and universities, school districts, public libraries, employment agencies, and volunteer societies. ESLSAP Service providers receive government grants to recruit, train, and support community members who volunteer to tutor immigrants and refugees settling in small and remote BC communities.

### h. Recognition of qualifications gained outside the host country

In many European countries, but also in individual organizations, there is often a tension between the supposed need for qualified immigrants and the willingness to use them according to their competences. Too many people think that they should take the jobs that are unattractive to the host culture and are hesitant to accept better qualified migrants. A number of migrants works in low-skilled jobs ac-

cordingly although their qualifications are much higher.

We therefore need more awareness for the competences of migrants, as well as the recognition that European societies need them.

European countries therefore need to introduce better and faster system of recognizing migrants' qualifications as well as enabling them to study for and take necessary exams more quickly and with a minimum of administrative burdens.

### i. Recognition and validation of prior learning

Many migrants come from countries where some sectors of education and training, including professional and vocational skills, are acquired through non- and informal learning. There are also other competences that come from settling in another country and dealing with a foreign culture (which Europe promotes and supports in its students through its mobility programmes, for example Erasmus).

Member states therefore need to establish recognition and validation systems – and not only for migrants – that fulfill the following demands:

- ★ The learner has to be at the centre of the validation process. His or her experiences and life situation have to be



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taken into account – a validation process can never be a technical exercise only learners' decision on validation

- ★ Guidance is essential – in order to make the right decisions and to lead to and through the validation process, good guidance must be provided.
- ★ The equality of access to validation and access to guidance must be assured.
- ★ The competences and skills of people involved in validation need to be assured and appropriate training measures for them need to be foreseen.
- ★ The validation process has to be coherent and the learner should receive feed-back on the results
- ★ When setting up validation structures, a bottom-up process is to be given preference. In the governance structures, a strong participation and consultation of civil society is recommended.
- ★ There is a lack of tools and methods for recognizing competences required outside of the formal system. Hence there is a need for development work and resources to gather good practice and create new tools for recognition on national and European level.

j. Learning for staff, counselors, social partners etc.

Learning about different groups of migrants but also intercultural competences will help education and training staff, but also everyone else who deals with migrants, for example staff in job centres, employment agencies, local authorities, colleges and schools, health providers etc to improve their working practices.

There is also a specific learning need about and with migrants for the social partners (on all levels) so that the representation and contribution of migrants is appropriately recognized. The work place is one of the strongest opportunities for integration, and the social partners can have a crucial role in making this possible.

k. Public investment

The need for **public investment** in adult learning for migrants is crucial. Public investments must make it possible for poor people to participate in lifelong learning, with particular emphasis on participation fees, income or support while participating, access to study loans – people should be able to participate in adult learning without having to pay for it and without losing their benefits.

As the recommendations so far demonstrate, the organisation of appropriate provision is also complex – in



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order to organise effective outreach activities with learner-centred, empowering methodologies, a solid basis of structural investment is necessary. We believe that this should really be seen as an investment rather than a cost.

### l. Role of companies

As already mentioned in the point before, the work place is one of the best opportunities for integration. Companies can reinforce that further by providing adequate work place learning, for example in combination with language learning. The promotion of diversity within the work force (which would have a strong learning and training component) can be part of a Corporate Social Responsibility strategy.

### m. European campaign of intercultural activities based in adult education/ learning

One of the most difficult issues is the learning and involvement of the host cultures since they may not have any motivation to engage in intercultural learning. Inward migration in Europe is mostly unplanned and therefore people simply notice a gradual or faster change in their area and too often react with hostility to these changes and to the newly arrived migrants.

How do you reach both migrants and

the native public in order to bring them together? On the one hand, we need a strong boost from the grassroots level, local adult education centres, NGOs, etc working together.

Different approaches and ideas are possible, but generally people will come when they are personally concerned by the respective topics.

#### **Intercultural workshops (Ireland)**

Various community centres in Ireland organize workshops that either address intercultural dialogue directly (e.g. addressing myths and prejudice about migrants) or organize knitting or quilting groups that bring native and migrant participants together.

### f. Conclusion

Non-formal adult learning for both migrants and host societies can provide real progress for the further development of European countries. Adult education can serve as a meeting space for dialogue that discusses the challenges of the future. We should discuss together in which future societies we want to live and then base our action on that. A prosperous and socially inclusive Europe needs the mutual learning of all its citizens. We call on all European decision-makers to make this possible.

Signed by  
Sue Waddington, President and  
Gina Ebner, Secretary General  
on behalf of the EAEA Executive Board



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## EAEA ACTIVITY REPORT 2011

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### **EAEA Recommendations for a follow-up of the Action Plan for Adult Learning**

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April 2011

European Association for the Education of Adults (EAEA aisbl)

Rue d'Arlon 40, B - 1000 Brussels

#### **Introduction<sup>1</sup>**

The publication of the Communication (2006) and the follow-on Action Plan (2007) on adult learning foregrounded the issue of adult learning at European level. The two publications sought to shine a spotlight on adult learning in the Commission, the Parliament and the Council, to stimulate the Commission to give leadership and carry out and/or fund a range of activities in relation to adult learning.

The Action Plan aims to implement the key messages of the 2006 Communication on adult learning. It is never too late to learn and defines five concrete priority actions which Member States should seek to implement in order to increase participation in adult learning and develop efficient systems that reach all adults and involve all relevant stakeholders.

The priorities are:

- Analyse the effects of reforms in all sectors of education and training on adult learning;
- Improve the quality of provision in the adult learning sector;
- Increase the possibilities for adults to achieve a qualification at least one level higher than before ('go one-step-up');

- Speed up the process of assessment of skills and social competences and have them validated and recognised in terms of learning outcomes;
- Improve the monitoring of the adult learning sector.

Various activities took place, e.g. four regional meetings and three workshops, one on adult learning in higher education, a second on financing and a third one on basic skills. There were also activities directly related to the priorities:

#### **Analysing the effect of reforms in all sectors of education and training on adult learning**

Priority Action 1 of the Action Plan called for an analysis of "the effects of reforms in all sectors of education and training on adult learning", for example the European Qualifications Framework (EQF) and the national qualifications frameworks.

Two studies were commissioned by the European Commission, the first was the 2008 study to develop a model to measure the impact of reforms<sup>2</sup>. The second was the actual analysis of the impact of reforms in 31 countries carried out in 2009 and 2010<sup>3</sup>.

#### **Improving the quality of provision in the adult learning sector**

A competence profile for adult learning professionals<sup>4</sup> was developed in 2009 and workshop on quality in adult learning was organised in 2010.

Increase the possibilities for adults



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to achieve a qualification at least one level higher than before ('go one step-up')

This priority focuses especially on the lower qualified and those with difficulties achieving a full qualification. The May 2008 Council Conclusions on adult learning recognised the need to raise the skills levels of a significant number of low-skilled workers with a view to enabling all citizens to adapt to technological change and future skills needs<sup>5</sup>.

A series of Peer Learning Activities (Dublin 2008; London 2009; Prague 2009; Oslo 2010) and a workshop (Brussels 2010) took place, a study and the production of the Basic Skills: Policy and Practice Guidelines based on the findings of the PLAs, the workshop and the study.

### **Speed up the process of assessment of skills and social competences and have them validated and recognised in terms of learning outcomes**

Validation is on the agenda for the coming years. The shift to learning outcomes and the implementation of NQFs is supporting these developments. Validation is seen as a way to make institutions and systems more flexible by broadening the skills and competences that qualifications systems recognise. It is also seen as a way to help groups with particular needs, such as low-qualified individuals, migrants and early school leavers<sup>6</sup>.

A PLA on validation which took place in Prague in June 2009 showed that

countries are at different stages in the development of policies and practices for validation. *The Inventory of Validation Policy and Practice in Europe*<sup>7</sup> was updated in 2010 and the *European Guidelines on Validation*<sup>8</sup> is being updated in 2010-2011. These two instruments will be closely linked to each other.

### **Improve the monitoring of the adult learning sector**

Challenges to the monitoring of the adult learning sector abound including: the diversity of the sector; the different potential sources of data; the fact that data collected supply mainly basic information only; the absence of national data chains; the weak analysis/use of national/regional data; the need to harmonise terminology<sup>9</sup>. At European level data on adult learning are limited. While the recent Adult Education Survey<sup>10</sup> offers a comprehensive picture the reference period varies from country to country and the intention is that the study will be carried only every 5 years.

A PLA on monitoring took place in Bratislava in March 2009, and a study on European adult learning terminology and data was undertaken.

## **2. Summary of the EAEA survey**

In February 2011, EAEA posted a survey on the EAEA website and informed its members via e-mail about it. We received 30 responses, which come from EAEA members and other visitors to the EAEA website.



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72,4 % of the respondents indicate that they are aware of the Action Plan, 27,6 % are not. 51,7% are aware of NATIONAL activities / actions concerning the Action Plan, 27,6% are not, and 20,7% don't know.

When asked about the importance of the key challenges, the respondents rated it as follows.

- Analysing the effect of reforms in all sectors of education and training on adult learning - 24,1%
- Improving the quality of provision in the adult learning sector - 24,1%
- Increase the possibilities for adults to achieve a qualification at least one level higher than before ('go one step-up') - 24,1%
- Speed up the process of assessment of skills and social competences and have them validated and recognised in terms of learning outcomes - 20,7%
- Improve the monitoring of the adult learning sector - 6,9%

We asked the respondents in which of the existing priorities they would suggest more and / or other activities and received the following recommendations:

Respondents especially underlined the importance of analyzing reforms and validation, but also quality. All three topics were mentioned at least three times. Monitoring was mentioned, too.

In connection with quality, improving the access and availability of ALE was underlined.

In addition to the existing priorities,

the following recommendations were made:

- Certifying providers of non-formal ALE
- More opportunities for part-time studies
- More media presence about the importance/possibilities of AE
- Assessment of skills and assessment of skills and social competences
- Guidance, outreach
- Research to monitor effects of AE
- The action plan needs to reflect the additional resource required to ensure that the start of the learners journey is as high quality as the formal learning, otherwise we will continue to fail the marginalised groups we seek to recruit.
- More common activities concerning EQF/NQF and validation referring to non formal adult learning. Project funding should be linked to this. We suggest EAEA be given such an assignment by the Commission as a European hub for the non formal learning sector (the mainly NGO based sector)
- Developing more and better training for adult teachers/trainers. Transnational learning activities for teachers/trainers in co-operation with the civil society and work-life

**For a future Action Plan the respondents suggested the following additional priorities, topics or activities**

The responses can be grouped under the following topics:

### **Topics**

The respondents propose a range of



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topics for prioritization, such as active citizenship and social cohesion, but also teacher training, second chance programmes, higher education for adults and learning cities and communities.

### **Structural, legislative and financial support**

There is generally a demand for the stronger recognition of non-formal (adult) learning, equal to the other sectors in education and training. Both the EU-level and the Member States are urged to increase the (financial) support and infrastructure for adult learning, especially in order to increase participation from marginalized groups. Partnership with and amongst NGOs working in the adult learning in order to bridge formal, non-formal and informal sectors are seen as crucial.

There is also the suggestion to establish partnerships and development programmes for the underdeveloped regions (with low participation of adults in learning) from the developed ones (e.g. Scandinavian countries).

Respondents also propose peer learning activities and study visits as well as an annual European platform for the dissemination of results and for the analysis of the state of art.

### **Research and awareness raising**

Many of the respondents underline the need for more coherent and comparative research about adult educa-

tion, such as a strong research and data collection base.

Proposals refer to the learners and their benefits, capacities, but also reforms and labour market related research (e.g. companies).

The question of how adult education pedagogies could have a greater impact and influence on all education policy and practice is raised.

Finally, it is suggested that we need to improve the public's awareness of the adult learning opportunities and initiatives available for them.

We also asked about the role and expectations towards different stakeholders. **Concerning the European Commission, the respondents have the following expectations:**

There is a general call for a new action plan, with particular emphases on giving incentives and putting more pressure on member states to engage more in adult education, on setting deadlines and indicators at European level for implementing non-formal adult education monitoring them, on paying more attention to the new member states, on providing a strong and convincing LLL framework and on setting benchmarks and sticking to them; there is a general call for more and better financing, in connection with coherent planning and policy focus;

There is the proposal to set up national task forces (consisting of a wide range of stakeholders, incl teachers



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and learners) with objectives; also bringing together various initiatives under one umbrella;

There is also the suggestion to release a media marketing campaign for adult education.

### **EAEA Recommendations**

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#### **Recommendations for national governments**

There is a strong call for more priority given to adult education, along with appropriate funding and cooperation with adult education civil society. The respondents recommend to publicise the Action Plan through all the national networks, to participate and organise PLAs and conferences, to develop validation systems for non- and informal learning, to step up action in order to reach the benchmarks and improve national monitoring, to develop a valid national dialogue with NGOs and other stakeholders to reach for a bottom-up policy drive for action, to support training for teachers / trainers in ALE, to offer not only vocational training to the unemployed but also general adult education, to support learning for active citizenship and sustainable development and to guarantee access to adult education for all groups in society.

#### **Recommendations for EAEA**

EAEA should continue to lobby for a new Action Plan and organise confer-

ences, seminar etc according to the issues and priorities. EAEA should support members to raise awareness for and help implement the plan and cooperate in productive ways with other partners and especially help the Action Plan be connected to real needs of end-users like its members. EAEA should provide information at national conferences.

More generally, we need to advocate for voice, visibility and value for adult education, lobby more towards the Commission, the Council and the Parliament and organise more common activities on political and practical levels.

We need to underline the big need for adult education not only for the purpose of employability.

We should stimulate co-operation between adult learning organisations. Continue the dialogue with the EU Commission and the parliament about practices and priorities; we should prepare analyses of practice in non-formal education in all countries and give recommendations for methodology and organization of non-formal education.



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### 10 KEY MESSAGES FOR A FOLLOW-UP OF THE ACTION PLAN FOR ADULT LEARNING

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#### 1. Europe needs a strong new Action Plan and Grundtvig programme

Adult education is important for individuals but also for societies. In order to reach the European benchmark of 15% of adults participating in lifelong learning, we will need strong efforts from many member states to take the necessary steps to achieve this. The last action plan has played a crucial role in raising the awareness for these steps and launching activities across Europe. These efforts have to be continued and stepped up.

Similarly, the Grundtvig programme has helped create a European area of adult education and has driven innovation and the transfer of knowledge and expertise. It is essential that the Grundtvig programme can continue and will have better and more resources in the new programme period.

#### 2. Legislative framework and governance structures with civil society

Adult education needs a strong legislative framework at the national levels in order to be effective and to be integrated in a comprehensive lifelong learning strategy. The first Action Plan already provided an overview and comparison of reforms and their impact in the different member states, and this needs to be continued and reinforced.

A very important issue concerns governance structures at European, national and regional levels. Civil society organizations (including providers of adult education and learning) should be included in the relevant structures in order to ensure a practice- and learner-oriented approach and successful implementation of policies.

#### 3. Quality

EAEA suggests that the work of the first Action Plan on the issue of quality be continued. Especially when it comes to staff development and training, further initiatives and improvements are still necessary.

#### 4. Structural support and financing

Financing remains a key question in adult education, and there are very different traditions about who pays what for adult learning. The huge difference in participation rates, demonstrated both by the Labour Force Survey and the Adult Education Survey, is also due to the fact that some countries are investing a lot and others are investing nothing or very little.

Besides issues of support for individual learners, there is a need to stress structural support for adult education institutions. There are areas in adult education that can not finance themselves through fees (e.g. literacy) and also areas that are expensive but important (outreach activities to marginalized groups, for example). Also, if the demand for quality is taken seriously, structural support for the development of adult education staff is necessary. The new Action Plan needs



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to take these issues into consideration and foresee activities on this topic.

### **5. Validation of prior learning and flexible learning pathways**

Adults should have the possibility to have their knowledge and skills recognized and validated and, if they wish, use this validation as an entrance into lifelong learning pathways. The Action Plan should contribute to the further development of validation systems across Europe and work closely with the development of National Qualification Frameworks. The interests of the learners should be put into the centre of these systems.

Non-formal (adult) learning needs to be a part of the NQFs and the Action Plan can play an important role in reinforcing this. Adult education civil society should be included in the developments of NQFs in order to ensure the learner-centred approach.

### **6. Research and knowledge base**

The new Action Plan should continue to increase the knowledge and information about adult education in Europe. Any research should take existing knowledge into account and provide a real added value to it. Expertise in adult education research should be identified, and consolidated through a European network.

### **7. Ensuring access for all with a special focus on migrants**

Existing research demonstrates the 'Matthew-effect' very clearly. The new

Action Plan should focus on reaching out to the groups most distant to (adult) learning. We know already a lot about the barriers to learning, and it would be crucial to move to successful and effective outreach activities in this second phase of the Action plan<sup>11</sup>.

We suggest that a particular focus should be put on migrants. This focus should include both the learning needs of migrants and the need for more intercultural dialogue between migrants and host societies.

### **8. Social cohesion and active citizenship**

Both social cohesion and active citizenship should be important objectives of the new Action Plan. The work on 'one step up' – in combination with the work on access for all as mentioned above – should continue but active citizenship needs to be reinforced. It is also an important issue for adults and needs specific attention.

### **9. Benefits**

Everyone agrees on the necessity for initial education, but for adult education we need to take an extra step and learn more about the wider benefits of adult education and learning. We therefore propose a particular emphasis - through studies and awareness raising - on the wider benefits of adult learning, both from an individual and a societal point of view.

### **10. Method and monitoring**



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We propose a continuation of PLAs, regional meetings, workshops etc. When it comes to studies, we propose a stronger emphasis on the quality of the research and a strong consideration of existing studies.

EAEA thinks that a European working group that consists of representatives of Member States and stakeholders including civil society should monitor the development of the implementation of the second Action Plan, too. This will increase the effectiveness of the activities but also the ownership of the new Action which we see necessary for a successful implementation.

### References

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- 4 Research voor Beleid (2008) ALPINE – Adult Learning Professions in Europe, A study of the current situation, trends and issues. [http://ec.europa.eu/education/more-information/doc/adultprofreport\\_en.pdf](http://ec.europa.eu/education/more-information/doc/adultprofreport_en.pdf)
- 5 Council Conclusions of 22 May 2008 on adult learning <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:140:0010:0013:EN:PDF>
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- 8 Cedefop (2009) European guidelines for validating non-formal and informal learning. [http://www2.cedefop.europa.eu/etv/information\\_resources/europeaninventory/](http://www2.cedefop.europa.eu/etv/information_resources/europeaninventory/)
- 9 See Final Report on the PLA on monitoring, Bratislava, March 2009 at [www.kslll.net](http://www.kslll.net)
- 10 [http://epp.eurostat.ec.europa.eu/cache/ITY\\_OFFPUB/KS-SF-09-044/EN/KS-SF-09-044-EN.PDF](http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-SF-09-044/EN/KS-SF-09-044-EN.PDF)
- 11 Later this year, EAEA will present a strategy paper on this issue



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## EAEA ACTIVITY REPORT 2011

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### **The response of the European Association for the Education of Adults (EAEA) to The Communication from the Commission: “An Agenda for New Skills and Jobs: A European contribution towards full employment”<sup>1</sup>**

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June 2011

European Association for the Education of Adults (EAEA aisbl)

Rue d’Arlon 40, B - 1000 Brussels  
Introduction

The EAEA is an NGO with 128 members in 43 countries, representing non-formal adult education and learning on European level. EAEA itself its members represent the whole spectrum of Lifelong Learning and Adult Education activities, including formal, non formal and informal learning, education and skill training.

EAEA welcomes the initiative of the European Commission for this communication, especially the attention given to Adult Education and Lifelong learning. We would like to add our views on the following priorities:-

#### **1 Flexicurity and comprehensive lifelong learning**

1.1 We support the aim to improve access to lifelong learning, through more flexible pathways; the validation of non-formal and informal learning; and the integration of learning and career guidance systems. We also welcome adopting targeted approaches

for more vulnerable adults who experience exclusion from mainstream learning opportunities. We recognise that if these aims are to succeed, flexible, tailor made and learner centred approaches are required which go beyond narrow vocational training programmes. Engaging hard to reach learners requires an holistic view and learning opportunities that respect the individual, social and economic situations of the potential learners. The renewed action plan for adult learning should not be restricted to measures designed to meet labour market needs, but should recognise the role of lifelong learning in contributing to individual and collective well being, active citizenship, social cohesion and intercultural dialogue.

1.2 The communication includes an interesting call for “social dialogue on the implementation of lifelong learning”. We propose that this be extended to a “social and civil dialogue”. AE institutions on the national, regional and European level might be initiators and moderators of this process, using their competence to facilitate discussion in difference frameworks and their huge experience and continuity of the work in this area. We strongly ask for the participation of civil society organisations in the planned Tripartite Social Forum in order to bring ALL involved stakeholders together.

1.3 The communication also recommends a stronger role for Public Employment Services in providing information, advice and guidance and in developing partnerships with education and training providers and



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NGOs etc. We support this proposal but would suggest that in order to successfully undertake such a role, PES staff will require considerable staff development in order to understand the learning needs and barriers that are experienced by those furthest away from the labour market. The partnership in the key actions described should be tasked to explore PES staff development initiatives in relation to lifelong learning and the development of effective local and regional partnerships.

### **2 Equipping People with the right skills for employment**

2.1 The communication draws attention to the problems faced by adults with low educational attainments, who are seven times less likely to be involved in continuing education and training than those with high attainment levels. However no key actions are proposed to address this specific problem. We suggest that this issue is of great importance for the future of Europe and that a special high level task group, which includes representatives of Civil Society, be established to make concrete proposals for action.

2.2 Providing the right mix of skills. The communication outlines the need to develop a range of competences which are necessary to meet the requirements for future jobs. We would also suggest that consideration is given to 'soft' skills, including team building, participation, problem solving and social skills which can be acquired in a range of non formal and

formal learning environments. In this case general 'liberal' education is as significant as vocational training. Consideration of these skills should be included in the EU Skills Panorama.

2.3 Enhancing geographical mobility and reaping the potential of migration.

We welcome the four measures proposed in the key actions to facilitate integration; improve the enforcement of rights of EU migrants workers; to set up a European Skills Passport; and set up a policy network to improve the education of migrants. In the latter case we suggest that the remit be enlarged to include adults in addition to school students.

However while mobility and migration may assist in meeting labour market needs, it can also result in 'brain waste' and contribute to lower levels of social cohesion. It is therefore important that lifelong learning strategies are adopted to meet the needs of both migrants from inside and outside the EU and to enable intercultural dialogue with the host communities. Key actions addressing these issues should be explored.

### **3 General Points**

3.1. EAEA supports the Commission's efforts to develop a transparent validation system for learning outcomes. In this context, the EQF is an encouraging model, which has the potential to include skills and knowledge received in different ways, including informal and non-formal learning. How-



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ever, we should ensure that this model would include all subjects of learning, including those not primary targeted on the labour market. Additionally, the outcome oriented scheme of the EQF should not be used by decision makers to cut off funds in education, especially adult education.

Validation does not mean that all non-formal and informal learning will be recognized and thus formalized – free and liberal education without measuring the outcome should be preserved and financed.

3.2 EAEA welcomes the call of the commission to use ESF and other European funds for lifelong learning and adult education. However, we would like to underline that a narrow understanding of learning as a tool to supply the labour market is contrary to our understanding of learning and teaching as a holistic, integrative effort of human beings, including their economic, social and individual needs and abilities. We do believe that education – fulfilling other functions outside of the labour market – can help to accomplish this in better, more satisfying and more sustainable ways than a narrow understanding of vocational training as a tool for the economy.

3.3 EAEA looks forward to the Communication on the implementation of lifelong learning strategies and competence development, the European policy handbook, and especially the renewed Action Plan for adult learning. EAEA has developed 10 key messages for this renewed action plan, which can be found at [http://www.](http://www.eaea.org/doc/eaea/EAEA_ActionPlan_followup_2011_summary.pdf)

[eaea.org/doc/eaea/EAEA\\_ActionPlan\\_followup\\_2011\\_summary.pdf](http://www.eaea.org/doc/eaea/EAEA_ActionPlan_followup_2011_summary.pdf)

The EAEA and its members support the intention of the communication to “offer more resources in bad times and fewer in good times” (p. 6). For us, education can be seen as an investment, and not an expenditure and bad times need clever investments. We would encourage the Commission and the member states to use the potentials of Adult Education to promote a coherent and integrative development of our continent, including the development of skills for decent work, the necessary competences to manage the transformation of our societies in the direction of sustainable development, and the knowledge to ensure European political systems, based on democracy and active citizenship.

Signed by  
Sue Waddington, President and  
Gina Ebner, Secretary General  
on behalf of the EAEA Executive Board

1 <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0682:FIN:EN:PDF>



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## EAEA ACTIVITY REPORT 2011

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### **EAEA Statement on the Multi-annual financial framework**

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Your support for Grundtvig and Adult Education

Dear

The European Association for the Education of adults and <insert your own organization> are pleased that the European Commission has proposed an increase in the budget for the 'Education Europe' programme and we kindly ask you to support this increase. EAEA and < > have some further remarks:

- We support a change of name – the programme should be called 'Lifelong Learning Europe'. Education only refers to a limited part of lifelong learning, and we support a comprehensive understanding that encompasses formal, non-formal and informal education, training and learning.
- We also support retaining a dedicated action (Grundtvig) within the programme for non-formal adult education because this sector of Education and Training is still in need of development.
- Adult learning is an important part of lifelong learning, and considering the number of low-skilled adults in Europe and demographic ageing, a growth in non-formal adult education is necessary. We therefore suggest 20% of the lifelong learning budget to go to Grundtvig and hope for your support in this matter.

- We would also suggest the introduction of a Grundtvig Mundus programme since
  - Adult education, and especially civic education for adults, can play an important role in democratic processes. The Grundtvig Programme could play an important role in learning and practicing democracy, because it is open to the civil society and addresses non-governmental organisations.
  - Adult education can provide new skills and competences for societies and economies in transition, which would help future candidate countries to adapt faster. Waiting for the EU-accession in order to start this process would mean losing a lot of precious time in a fast changing economic and technological world.

We therefore propose a further opening of the lifelong learning programme, and especially Grundtvig, first to the countries of the European Neighbourhood Policy, and then globally.

Additionally, later this year, the Polish Presidency will present an agenda for adult education to the European Council, and we hope that you will support a strong adult education strategy.

We thank you for your support! If you would like further information, please contact [gina.ebner@eaea.org](mailto:gina.ebner@eaea.org) at the EAEA office or <insert national contact>

Best regards,



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## EAEA ACTIVITY REPORT 2011

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### **EAEA response to the proposal on 'Erasmus for all'**

EAEA welcomes the proposal on 'Erasmus for all', especially the proposed increase in budget. EAEA agrees with the identified challenges for Education and Training. We also welcome the fact that the programme will support the participation of partners from non-EU countries.

Nevertheless, EAEA would like to add that there is also the low participation of adults in lifelong learning and the low level of skills and qualifications of a large number of adults in Europe. In order to reach the 15% participation rate target for 2020 but also to support the benchmark for higher education on the one hand and fewer school drop-outs on the other hand, strong adult education systems, providers, methodology, staff and provision across Europe is needed. More specifically, there is the need to increase the participation especially of adults with low qualifications who participate seven times less than higher qualified ones. Additionally, in times of a crisis that is not only financial but also concerns European cohesion and identity, adult education has to be the place for European active citizenship, which a strong adult education programme can further develop and promote.

The only answer to these challenges is to promote adult learning – on the one hand through policy and the New Agenda for Adult Learning but also through the corresponding programme.

EAEA therefore has the four main proposals:

1. Adult Education and Learning has to remain a sector of its own. It is desirable that there are close links with vocational training, but nevertheless a distinct programme for non-formal and non-vocational adult education is necessary in order to tackle the challenges mentioned above.
2. As there is no certainty that the increase in budget will be adopted, a minimum allocation that enables progress for adult learning for Europe is necessary. The 2% minimum allocation to Adult Education is completely inadequate in view of the demographic ageing of Europe and the need to increase the participation of adults in lifelong learning and at a very minimum this should be increased to 7% like schools and youth.
3. This programme should also support the implementation of the New Agenda for adult learning and set objectives and targets for the different member states in order to ensure access to non-formal adult education and learning.
4. While we understand the need for efficiency, we would like to call the EC to balance the need for bigger and more efficient projects with the need to be inclusive. A lot of work in adult education (and other sectors) is done by small organizations and they should still have the opportunity to participate in the new European Programme.



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# EAEA ACTIVITY REPORT 2011

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**EACEA**

Education, Audiovisual & Culture  
Executive Agency

**With the support of the Lifelong  
Learning Programme of the EACEA**

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**EAEA General Assembly 2012**